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ABSTRACT

Prepared by the Academic Senate for California Community Colleges (ASCCC), this document describes the roles and responsibilities of Senate Delegates, or faculty members elected by local senates to represent those senates in a voting capacity at Plenary Sessions of the ASCCC. First, a Senate Delegate is defined and Delegate responsibilities are delineated before, during, and after Plenary Sessions. Tips are then provided for increasing Delegate effectiveness, such as getting to know colleagues, using state representatives, and attending orientation/training meetings at the Session. Next, the system of area and geocluster representation is described, indicating that there are 4 areas in the state each holding sessions prior to spring and fall Plenary Sessions, and 14 geoclusters each holding at least three meetings per year. Finally, the document describes the ASCCC's role in consulting with the Board of Governors to form academic and professional policy and describes the Delegates' influence on that process through the Plenary Session resolution process, wherein Delegates write, sponsor, or vote on ASCCC resolutions. This section includes an outline of the resolution writing, presentation, discussing, and voting processes. Appendixes provide an ASCCC organizational chart, a list of colleges in the 14 geoclusters, and flowcharts of the consultation and resolution processes. (KP)

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Senate Delegate Roles And Responsibilities

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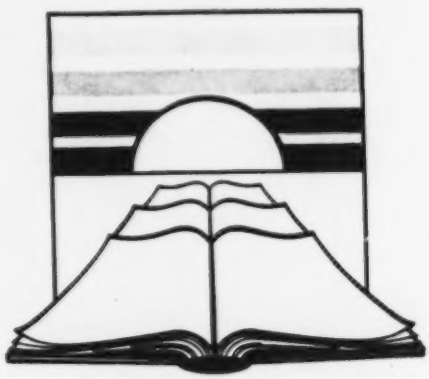

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The Academic Senate for California Community Colleges

Adopted Spring 1995

JC 950 321

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Academic Senate for California Community Colleges

SENATE DELEGATE ROLES AND RESPONSIBILITIES

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Academic Senate for California Community Colleges

SENATE DELEGATE ROLES AND RESPONSIBILITIES

Definitions and Role of the Voting Delegate

A Senate Delegate is a faculty member elected by a local senate to represent that local senate in a voting capacity at the Plenary Session of the Academic Senate for California Community Colleges. This delegate may be a local senate president, vice president, or any faculty member designated by the local senate.

A Senate Delegate has the responsibility to operate in a truly representative capacity. In order for a delegate to fulfill this representative responsibility, the delegates must keep well informed of their local senate's positions on issues, as well as informed on the issues at the state level. The California Education Code (Title 5, Sec. 53200) defines the academic senate as an "organization whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters." The Senate Delegate, therefore, represents the local senate's recommendations on academic and professional matters at the systemwide level, giving direction through the resolution process to the Executive Committee of the Academic Senate for California Community Colleges.

Serving in a representative capacity, the Senate Delegate has numerous responsibilities that occur before, during, and after each plenary session.

Before the Session:

1. Become familiar with the structure, purpose and history of the Academic Senate. (See Appendix A- Academic Senate Organizational Chart.)
2. Attend Geocluster meetings to gain early information on statewide issues which will be addressed at the Area meetings and Plenary Session.
3. Review pre-session materials and encourage faculty with subject matter expertise/responsibility to attend.
4. Discuss the issues with the local senate to identify faculty positions. Such positions may take the form of resolutions to be presented at the plenary session.
5. Study, distribute and discuss pre-session resolutions with the local senate to receive direction prior to the Area meeting.
6. Attend the Area meeting representing the positions of your local senate and carrying forward local senate resolutions for the Plenary Session.

During the Session:

1. Review documents in the session packet, e.g., pre-session resolutions, papers, etc.
2. Network with colleagues attending the Session for additional information and perspectives on issues.
3. Attend breakouts and divide up your college delegation among breakouts you cannot attend.
4. Participate in Area meeting/resolution writing sessions.

5. Write and sponsor resolutions based on discussion/issues in breakouts.
6. Sponsor and carry resolutions sent by your local academic senate to the session.
7. Represent the position of your local senate during the resolution debate and voting session at the conclusion of the Plenary Session.

After the Session:

1. Report the results of the Plenary Session back to your local senate.
2. Distribute appropriate information among the campus community.
3. Continue to attend Geocluster meetings to remain current on state-wide issues and brainstorm local issues.
4. Continue to inform the local senate in preparation for next Plenary Session.

Tips For the Voting Delegate

At the Plenary Session it is important to focus your energies and become as informed on the issues as possible. The following is a list of tips for effective delegates:

1. Spread your team around. If more than one member from your college attends the session, review the schedule of breakouts and prioritize the issues and challenges that your district has struggled to solve. Schedule time to network during the Plenary Session.
2. Get to know your colleagues. From discussions with other senators, you may learn of senates that are working on similar issues and challenges that your district has struggled to solve. Schedule time to network during the Session.
3. Use your state representative. Your representatives on the executive committee and the Relations with Local Senates Committee members are ready to help you. A conversation with any one of them may provide you with needed information.
4. Attend the Delegate's Roles And Responsibilities Orientation. This orientation is provided at every Plenary Session to review the process of the Session and to address questions voting delegates may have.
5. Attend the Nuts and Bolts of Effective Senates breakout. This breakout has been designed with delegates and senate presidents in mind. Discussion on the basics of having an effective and truly representative senate are presented.

In order to be an effective delegate it is important to participate in Geocluster and Area meetings throughout the year.

Area Representation

There are four existing Areas which represent the traditional grouping of the local senates. This four-Area grouping has been the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. One representative is elected from each of the Areas of the state. There are also two representatives from the north, two from the south and two at-large.

Area A is made up of twenty-five colleges, Area B with thirty-four, Area C with twenty-six, and Area D with thirty-one. It is the responsibility of the Executive Committee members to maintain contact

with the local senates. The local senates may contact their nearest Executive Committee member, the Academic Senate Sacramento Office or any Executive Committee member with special expertise. There are fifteen Executive Committee members to serve over a hundred college and district senates. The number of colleges, in addition to geographic considerations, presents the Executive Committee with a serious level of responsibility and challenge to effectively serve the constituents of the local academic senates throughout the state.

Area meetings are held prior to the Fall and Spring Plenary Sessions and are necessary to discuss and develop resolutions as needed regarding the issues that will be voted on at the session. The local senate president, as well as, other interested local senate members may also attend area meetings. The delegate represents the positions and perspectives of their local senate at these meetings, as well as engages in information gathering to take back to the local senate for direction before the Session.

Geocluster Representation

Through the geocluster representation on the Relations With Local Senates Committee, the Executive Committee is provided with support from a representative who has the benefit of personal access, insight, and historical background information related to the specific needs of the local academic senates. The structure of the Local Academic Senate Geocluster Network facilitates a closer, more practical relationship between the local academic senates and the Executive Committee of the Academic Senate for California Community Colleges.

There are fourteen geoclusters, each with a member of the Relations With Local Senates Committee as leader (see Appendix B). The goal is to have a minimum of three geocluster-cluster meetings each year with the assigned Executive Committee member in attendance. Geocluster meetings are made up of the senate presidents and delegates from a common geographical area. Geocluster meetings provide an opportunity to: (1) review upcoming documents from the Executive Committee in order to get feedback from the local senates; (2) let the Executive Committee know what the issues are at the local campuses and provide assistance; (3) discuss system-wide issues and prepare to give direction to the Executive Committee; and (4) network with senate leaders from other campuses. The agenda for these meetings is determined by the urgency to review documents and local issues requiring attention.

Consultation Process

Representing the voice of the local senate, through the resolution process, the Executive Committee of the Academic Senate for California Community Colleges gives direction to the Board of Governors on all academic and professional matters that are at the system-wide level. In order for the Executive Committee to effectively represent the collective voice of the faculty in the consultation process, the voting delegate representing the voice of the local senate, has the responsibility to carry local positions on issues to the plenary session. Through the resolution process, the voting delegates give direction to the Executive Committee in matters affecting the consultation process. It is important to understand how significant the representation responsibility of the voting delegate is and how that vote influences decisions made through the consultation process.

Under the Board of Governors Standing Orders for consultation, the Executive Committee of the Academic Senate is recognized as one of seven standing consultation councils. (see Appendix C). In addition to the other councils who represent administrators and students exclusively, the Council of Organizations has a representative from the Academic Senate, as well as from four other faculty organizations (FACCC, CTA, CFT, CCCI) and a representative from other constituent groups. All of the councils provide individual recommendations to the Chancellor on systemwide issues and then the Chancellor forwards a recommendation to the Board of Governors.

Resolution Process

As a voting delegate you may write, sponsor and vote on resolutions presented at the Plenary Sessions of the Academic Senate. The following is a description of the resolution process (also see Appendix D):

I. Resolution Writing:

A. Resolutions may be drafted in committee, in area meetings, in geocluster-cluster meetings or in informal meetings by any Senate delegate(s) or attendee(s) of a meeting or area meeting. All resolutions must be submitted to the appropriate resolution session's chair by the designated time as adopted by the plenary session rules.

B. Assistance in properly constructing resolutions is available at the Resolution Writing Sessions or from an Executive Committee or Resolutions Committee member. (All writers of resolutions are asked to observe a limit of four "whereas's" and four "therefores".)

C To ensure legibility, please print or type all resolutions.

D. The Resolutions Committee will edit resolutions so that they conform to the following:

1. The Senate recommends or directs its Executive Committee to do something. If the activity requires substantial resources in time or funds, the Executive Committee will be able to carry it out only if the resources are available.
2. The Senate may only urge or recommend a policy or action to local senates, the Board of Governors, the Chancellor, or other groups and individuals.
3 Resolutions directing committees will all be interpreted to be directing the Executive Committee since it is the responsibility of the Executive Committee to distribute the work of the Senate.

II. Resolution and amendment presentation: In order for a resolution to be deliberated by the general session, the resolution or amendment:

A. Must be proposed by a voting delegate and have four voting delegate seconders, by the Area Meetings of the Senate, or by one of the formally established committees of the Senate.

B. Must be duplicated with copies made available for distribution. (Duplication is the responsibility of the Executive Committee, not the delegate.)

C. Will be presented in the order decided by the Resolutions Committee, except as provided for changing the agenda in Robert's Rules of Order, Newly Revised.

D. Must be introduced at the plenary session by the maker or a seconder of the resolution.

B. Because the Academic Senate for California Community Colleges must consult with the CEOs, CIOs and bargaining agents in the development of the disciplines list, it is not possible

to amend resolutions involving changes to the current disciplines list at the session.. Proposed changes must either be voted up or down as presented. Any proposed change on the consent calendar may be pulled and voted on separately.

III. Resolution and Amendment Discussion:

A. Discussion on any resolution including any amendment(s) thereto, shall be limited to 15 minutes with an option to extend by a vote of a simple majority.

B. The President will recognize pro and con arguments alternately. When there is no speaker on the side of the motion that is to be heard next, debate on that question is closed.

C. Each speaker who wishes to address a motion, a resolution, or an amendment shall:
   1. Come to the pro or con microphone as appropriate.
   2. State his or her name and college.
   3. Be limited to five minutes in making a presentation.

D. Any attendee at the Session may participate in the debate.

E. A "middle" microphone will be used for parliamentary inquiries and related points.

IV. Resolution Voting:

A. Only voting delegates with voting badges may vote (except as provided in D. below)

B. Voting will be at the direction of the President (or designee as Chair).

C. The President or any delegate may call for a division of the house. Division of the house shall be a standing vote.

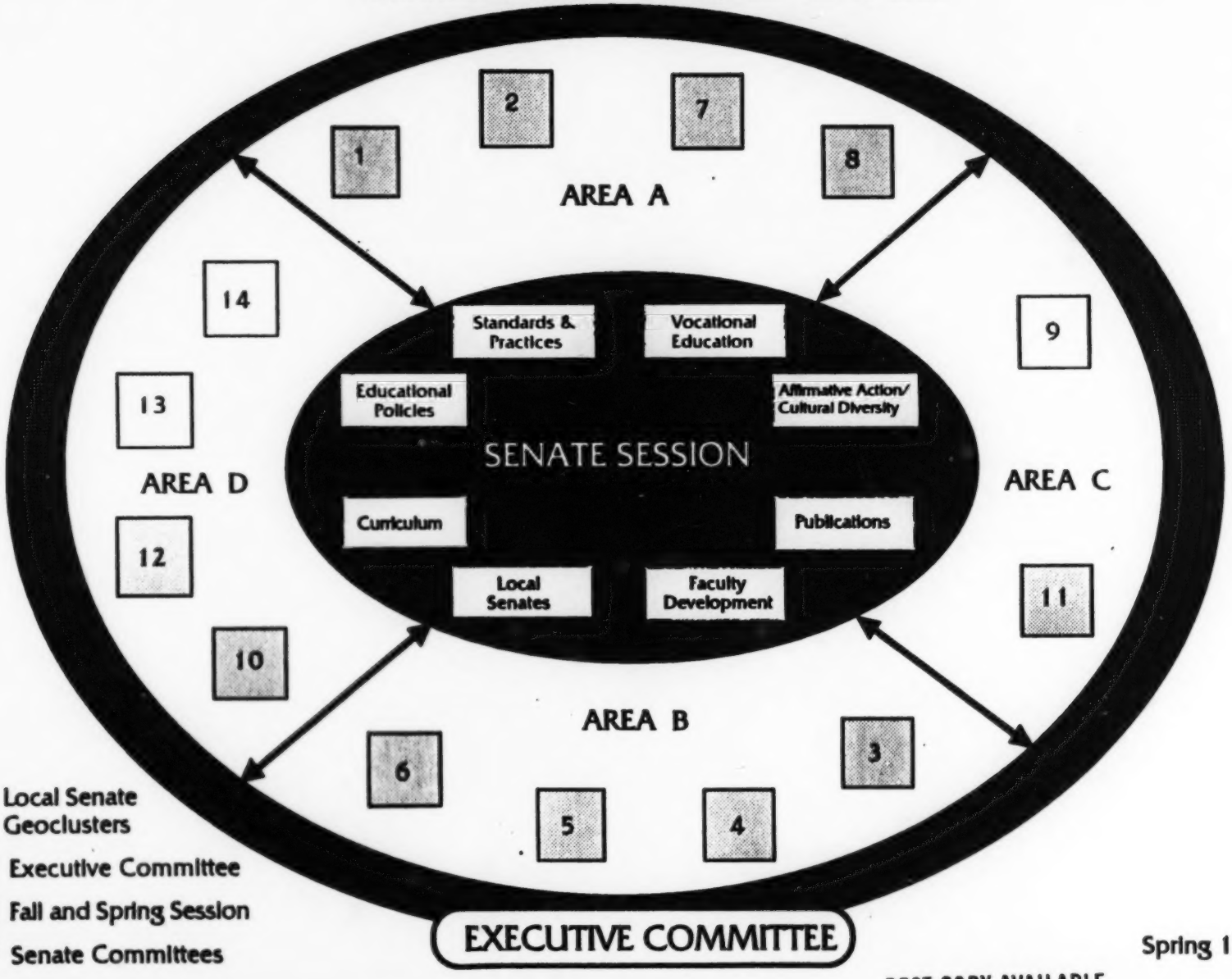
D. For purposes of voting on resolutions only, a voting delegate may give his or her voting badge to someone else provided that this person is also a faculty member sent by the same college senate as the delegate or, for a district delegate, a faculty member sent by the same district.

Conclusion

The effectiveness of the Academic Senate for California Community Colleges in determining the direction the California Community Colleges will follow on academic and professional matters is dependent on the effectiveness of voting delegates representing their local senates. Whereas the delegate is the representative of all the faculty who are members of their local senate, the State Academic Senate is the representative of all the local academic senates. Taking the position of voting delegate is a significant responsibility and must reflect the commitment of a true representative process. Decisions that will be made as a result of the recommendations and direction of the Academic Senate for California Community Colleges will affect the success of the students in the system for many years to come.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

ORGANIZATIONAL CHART



3 Local Senate Geoclusters

Executive Committee

Fall and Spring Session

Senate Committees

Spring 1994

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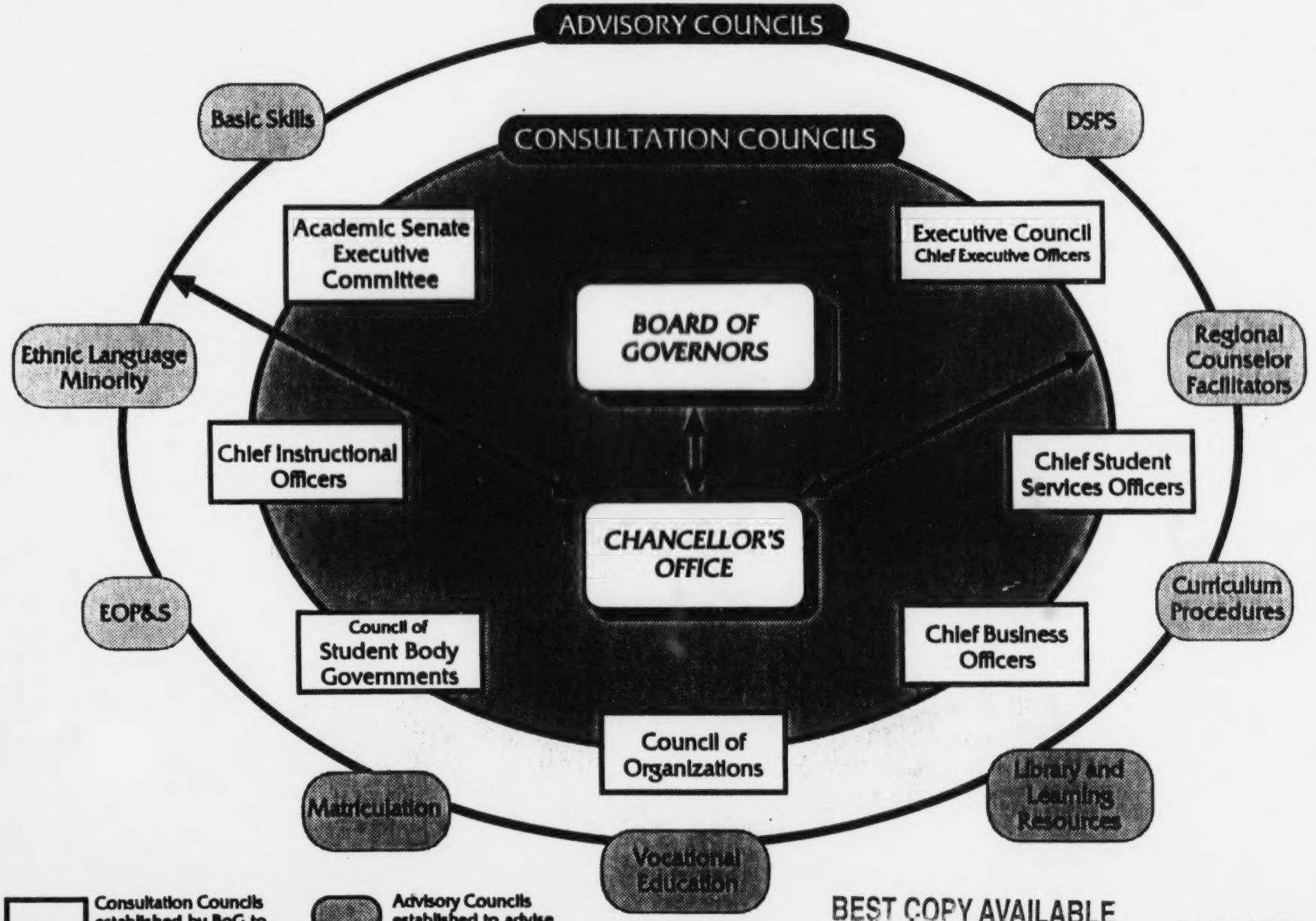
APPENDIX B

LOCAL ACADEMIC SENATE NETWORK

FAR NORTH - 1	SOUTH BAY CENTRAL COAST-6	GREATER LOS ANGELES COUNTY AREA - 11
College of the Redwoods Feather River Lake Tahoe Lassen Shasta Siskiyous	Cabrillo De Anza Evergreen Gavilan Hartnell Mission Monterey Peninsula Ohlone San Jose City West Valley West Valley CC District	Citrus Compton El Camino Glendale LA Colleges LA CC District Mt. San Antonio Pasadena Santa Monica Rio Hondo
NORTHERN SACRAMENTO VALLEY - 2	NORTH SAN JOAQUIN VALLEY-7	SOUTH COAST - 12
American River Butte Cosumnes River Los Rios CC District Sacramento City Sierra Yuba	Columbia Merced Modesto San Joaquin Delta	Cerritos Coastline Cypress Golden West Fullerton Irvine Valley Long Beach North Orange Adult Ed. Orange Coast Rancho Santiago Saddleback
NORTHEAST BAY AREA - 3	MIDCENTRAL - 8	MIDSOUTH - 13
Napa Marin Mendocino Santa Rosa Solano	Bakersfield Cerro Coso College of the Sequoias Fresno City Kings River Porterville Taft West Hills	College of the Desert Imperial Valley Mira Costa Mt. San Jacinto Palomar Palo Verde
OAKLAND BAY AREA - 4	SOUTH CENTRAL VALLEY - 9	SOUTHERN BORDER-14
Alameda Chabot Contra Costa Contra Costa CC District Diablo Valley Laney Los Medanos Los Positos Merritt Peralta CC District Vista	Allan Hancock Antelope Valley College of the Canyons Cuesta Moorpark Oxnard Santa Barbara Ventura	Cuyamaca Grossmont San Diego City College San Diego Continuing Ed. San Diego Mesa San Diego Miramar Southwestern
SAN FRAN. PENINSULA-5	INLAND EMPIRE - 10	
Canada Foothill Foothill-DeAnza District Francisco Center San Francisco City San Mateo San Mateo District Skyline	Barstow Chaffey Crafton Hills Riverside San Bernardino Victor Valley	

CALIFORNIA COMMUNITY COLLEGES CONSULTATION PROCESS



APPENDIX C

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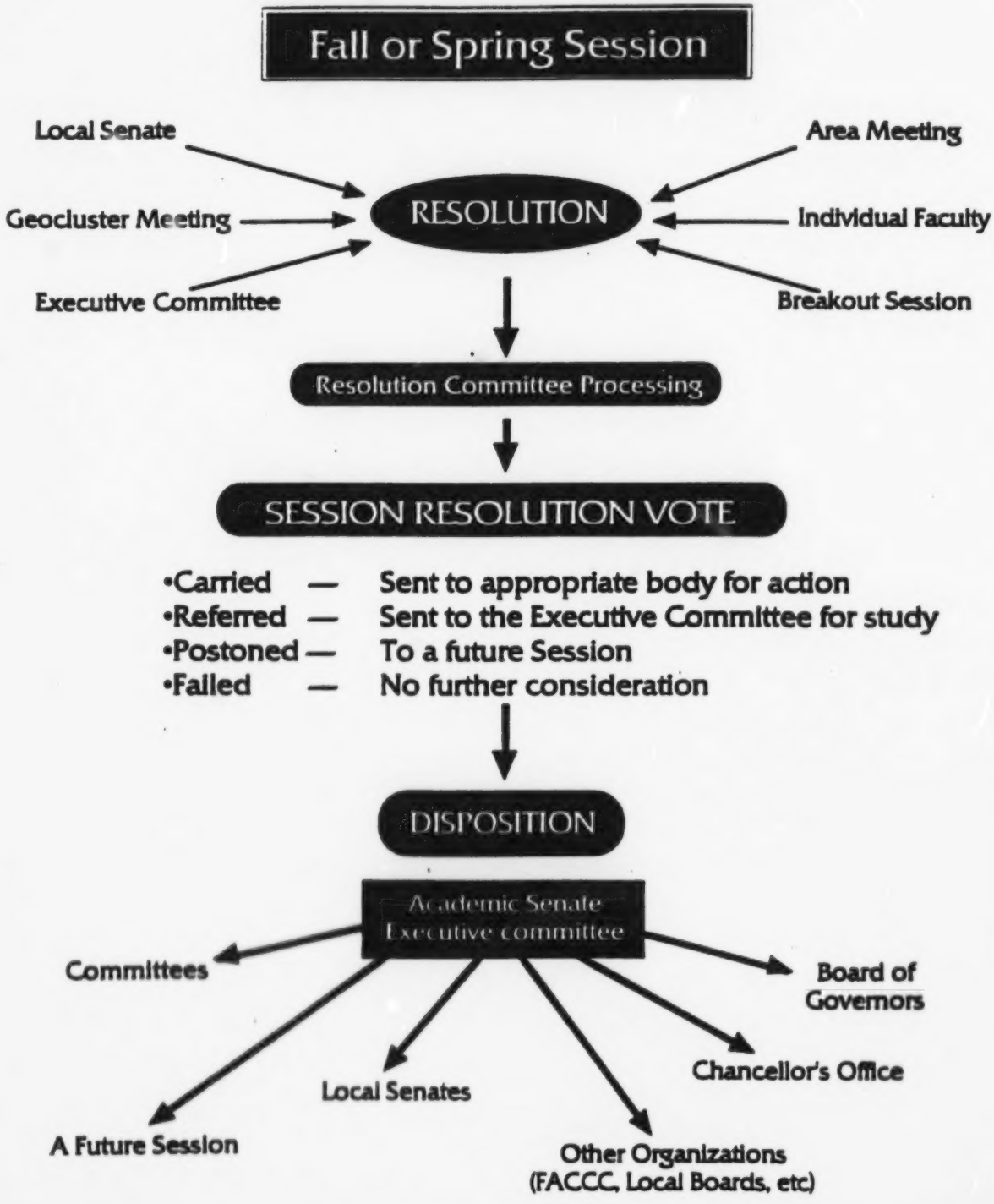
ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

FORMAL RESOLUTION PROCESS



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